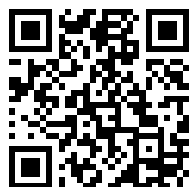

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Handbook of Graded Lessons
IN
Physical Training and Games
FOR
Primary & Grammar Grades
Part 1

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v.1

OHIO STATE UNIVERSITY.

HANDBOOK
OF
GRADED LESSONS
IN
Physical Training and Games
FOR
PRIMARY AND GRAMMAR GRADES

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PART I
PHYSICAL TRAINING
AND GAMES
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HANDBOOK OF Lessons in Physical Training

PREFACE

TIME: Fifteen minutes daily are to be devoted to formal gymnastics. Principals will determine the time of the day the exercises are to be performed. The regular recess-time must not be used for this work. In the first and second grades the fifteen minutes had best be divided into two periods. In the first grade no formal gymnastic lessons should be given during the afternoon session.

NEW LESSONS: New lessons should be begun about every two weeks. There is a steady progression from the first to the eighth grade, also in the lessons of each grade. The coördinations of a lesson must, therefore, be well learned before those of a new lesson are attempted. After the new movements of a lesson have been learned the exercises of former lessons should often be repeated. This will give a greater variety of movements, and also permit the coördinations of former lessons to be reviewed again.

At the time of tests or examinations no new work should be attempted.

SUPPLEMENTARY AIDS: The formal work as presented in the regular lessons must be augmented by suitable yard games to be played at recess and, whenever possible, before and after school. A simple equipment of the school-yard with gymnastic and play-apparatus will add to the effectiveness of this part of the work. A further supplement to the work is an arrangement of "steps" (the so-called "fancy steps") as simple roundels which may be performed in corridors, halls or suitable basements after school or at other suitable hours to the accompaniment of music. (See Book II.)

Recreation drills are a further addition at the command of the teacher to put his class into a better physical condition, see pages 22-24; and lastly, conscious, sustained effort should be made to interest girls as well as boys to participate in all kinds of healthful out-door activities suited to the seasons.

PLACE: Wherever possible the lessons in physical training should not be given in the class room. By preference the places for this work are (1) the school yard, (2) the corridors, halls or basements, (3) the school rooms.

Note. Unless a room is very clean the steps and running, as regular exercises, should not be performed in the classroom.

The conditions on the upper floors of certain buildings may make it advisable to omit parts of the formal lessons. The exercises omitted under such conditions should be practised when good weather allows classes to exercise in the yard.

DISPOSITION OF A CLASS THAT DOES NOT EXERCISE IN ITS ROOM: At the command, "*Gymnastics, sit—erect*" the pupils will sit erect. In a class composed of boys and girls the next command is "*Boys—stand.*" The boys rise quickly and quietly, and stand in the middle of the aisle. At the command "*Form twos—march*" they march to the front of the room, form ranks of two, ranged according to height, the smallest boys in front. The girls then rise and

form a column of twos at the side of the room. (After a few trials this formation can easily be made within one minute's time.) (Fig. 1.) The columns then march to the corridor or playground, each rank keeping "full distance" from the one in front, that is, it must be arm's length from that in front. (In schools having only boys or only girls the pupils form in the same manner, the teacher first dividing the class into two sections.)

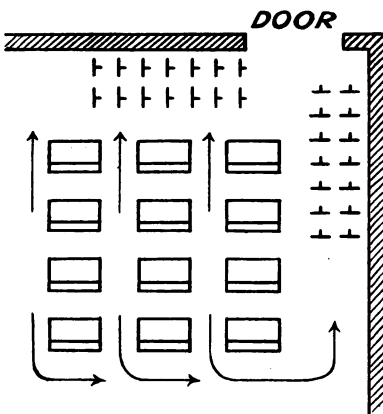


Figure 1

TAKING DISTANCE: In order to gain enough room to perform gymnastic exercises the ranks must be opened. At the command "*Open ranks to the left—march*" distance is taken as follows: The pupils standing at the right end of each rank remain in place, the rest take side steps left, all gradually raising their arms sideward until they have "full distance," i. e., until they do not touch their neighbors. (Fig. 2.) At the close of the lesson the ranks are closed at the command "*Close ranks to the right—march.*" The class then returns to its room. (The ranks may also be opened from the center. Opening the ranks sideward from the center is the easiest manner, and should therefore be used in the lowest grades.)

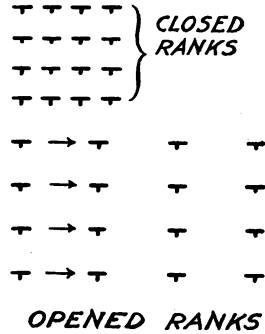


Figure 2

Note. Teachers must appoint window monitors who will see that the windows are opened for ventilation while the class is out of the room.

ARRANGING A CLASS THAT EXERCISES IN ITS ROOM: At the command "*Gymnastics, sit—erect*" the pupils will sit erect. At the command "*Class—stand*" the pupils rise quickly and quietly, and stand in the middle of the aisles. In order to get the space necessary for exercising, the command is given, "*Take distance—march.*" The pupils hereupon raise their arms forward and move forward or backward until they have sufficient room. In order that pupils may have ample distance it is advisable to use all the free space at the front and back of the room. At the close of the lesson the pupils return to their places in the aisles at the command "*To your desks—march.*" The command, "*Class—be seated*" brings all into their regular seats.

Note. Teachers must appoint window monitors who will at the beginning of the lesson open the windows for ventilation, and, after the lesson, close them.

VENTILATION: Sufficient ventilation under all conditions is still an unsolved problem, even in most modern schools. In the greater number of school-rooms the quickest and most effective way of getting fresh air is to open the windows as often as conditions demand it. Naturally, outdoor temperature will determine the time and the degree of this manner of ventilation. Manual work, singing, etc., increase respiration, and call for an increase of fresh air. Gymnastics does this to a still greater degree. Under no circumstances, therefore, should gymnastics be performed in a room that does not give the pupils a greatly increased supply of fresh air.

COMMANDS: There are two kinds of commands, the preparatory and the executive. The preparatory command tells the pupils which exercise is to be performed. A slight pause follows this, giving the children time fully to understand what they are to do. No movement must be allowed during this pause. The executive command now follows, distinctly and sharply, calling for instant, vigorous action.

Note 1. The manner of execution of an exercise is due to the manner of giving the command. The teacher's voice, therefore, is all-important. Use a natural bright tone, never too loud. Indicate by your voice that you expect and must have accuracy and promptness in movement.

Note 2. As a rule a slight pause is made between the preparatory and the executive command; if, however, gymnastics is used to shorten reaction-time, to train for quick thinking, the executive command should quickly follow the preparatory.

Manner of Commanding. Example No. 1, using the verb as the executive command:

"Hands on hips—(pause)—place."

"Hands—(pause)—down."

Example No. 2, using a full sentence to explain the exercise in the preparatory command, and then using a numeral as the executive command:

"Raise the arms forward—(pause)—one";

"Lower the arms—(pause)—two."

METHOD OF TEACHING: All free exercises must first be taken several times as positions, i. e., upon command. After the pupils perform each separate movement of an exercise

correctly, the complete exercise must then be taken rhythmically, i. e., "in time." Every exercise must be performed in rhythm a sufficient number of times until the effect sought by this particular exercise has been gained.

Example No. 1. The class is to perform the following exercise of grade 1, lesson 1.

Hands on hips—(place). Lower the head forward—1; raise the head—2.

The words in *italics* designate the "starting position," i. e. the position the exercise is to begin from.

First command: *Hands on hips—place.* This brings the pupils into the starting position for this particular exercise, and they are now ready to begin.

Second command: Lower the head forward—one. The teacher now corrects faulty positions.

Third command: Raise the head—two. The necessary corrections are again made.

The movements are now repeated several times upon command with the express purpose of gaining correct, prompt and vigorous response to the given command.

Now, after the movements are understood, and after the response is good the exercise must be repeated rhythmically—in time—a goodly number of times, the command being as follows:

Fourth command: In time—begin. Now, count 1—2, 1—2, 1—2, etc., and when ready to stop, 1—halt.

Fifth command: *Hands—lower.* This brings the pupils back to the fundamental position and they are now ready to take up the second exercise in like manner.

NOTE 1. *Do not attempt to teach a complete new lesson at once.* When the time comes to begin a new lesson, on the first day take only the first new movement. (As you become more proficient you may be able to take two or three new movements). During the rest of the gymnastic period repeat the exercises of the previous lesson. The next day take up an additional new movement, and so on until the lesson is learned.

NOTE 2. Criticism is best given in a general way, while keeping the entire class at work. Avoid, as much as possible, giving individual criticism. Work for class spirit in this matter of promptness, and the individual laggard will soon fall in. Do not make the worst conspicuous, but make the best popular by at times calling particular attention to exercises well done.

NOTE 3. Pupils are not to execute an exercise while it is being demonstrated by the teacher, but always by command.

Never allow an exercise to degenerate into an aimless, purposeless drill, but keep the pupils striving toward some definite, stated improvement.

In the following, *Example No. 2*, the method of teaching a more complicated exercise is described. The class is to perform the following exercise: *Stride left forward, and hands on hips—(place)*.

Straighten the arms forward—1; return—2; lower the trunk forward—3; return—4.

The words in *italics* designate the starting position, i. e., the position the exercise is to begin from.

First command: Hands on hips—place.

Second command: Left forward—stride. The pupils are now in the starting position and are ready to begin.

Third command: Straighten the arms forward—one. Now make your corrections, see that the arms are shoulder-high; that the palms are turned inward, that the chest and the head are held high, etc.

Fourth command: Replace the hands—two. Again make your corrections.

Fifth command: Lower the trunk forward—three. See that the backs are straight and that the lowering is to a good depth.

Sixth command: Raise the trunk—four. Repeat these movements, several times, upon command.

Now, after the separate parts of the exercise have been executed properly the whole exercise must be repeated rhythmically a sufficient number of times.

Seventh command: In time—begin. Now, count 1—2—3—4. 1—2—3—4, etc., and the last time 1—2—3—halt.

To bring the pupils back to the fundamental position the last command will be: Lower the hands, and the left foot—replace.

When exercising "in time" always use as many counts as the exercise has parts. For example, in an exercise with two parts count 1-2, 1-2, etc., not 1-2-3-4-5-6-7-halt; or in an exercise with four parts count 1-2-3-4, etc., not 1-2, 1-2.

After this take up the next exercise in the same manner.

NOTE. In order to shorten commands the following substitutions are used. When used in a command, "return" means to resume the starting position, that is, the position the exercise was begun from. The word "reverse" used as the third command in a four-count movement means to reverse the preceding movement, e. g. Hands on shoulders and stride left sideward—1; bend the trunk left—2; reverse—3 (i. e.

straighten the trunk); return--4 (i. e. lower the arms and replace the left foot).

If a combined exercise, that is, an exercise employing two different parts of the body at the same time, appears too difficult for a class, it may be advisable to teach the separate parts singly before attempting the exercise in the prescribed form, i. e., first perform the arm movements in rhythm; then the movements of the other parts of the body, and lastly, the combined movements.

MANNER OF EXECUTION: In order to do most good, a lesson in gymnastics must be taught in a live, energetic and spirited manner. Arm exercises should generally be executed in a brisk rhythm, while exercises of the head and trunk should be performed in a slower rhythm, but, nevertheless, with a full, strong contraction of the working muscles. Leg exercises may be either slow or fast (according to the effect sought.) Leg exercises should often be used as balance-movements, i. e., as positions taken only upon command. The steps should be performed in a rounded, graceful manner, especial attention being given to a "finished" execution. Tactics call for brisk, exact and simultaneous action by the whole class.

Teachers will get better results if the lessons are taught without the use of the text-book. This is not so formidable as it seems, for in all lessons the exercises are arranged in the same general order, i. e., exercises of the head, arms, trunk, legs, then come the steps, tactics and running.

DEEP BREATHING: If the regular exercises are taken vigorously and a reasonable number of times, deep breathing will be induced. Should an occasion present itself, especially when exercises are taken outdoors, deep breathing should be practiced as a separate exercise. Breathing must never be suppressed during an exercise, as the more vigorous a movement is, the more will deep breathing be necessary.

See that the pupils' mouths are closed while they are exercising or running. If a child cannot breathe through its nose the school physician should be consulted.

EXCUSES: No pupil will permanently be excused from gymnastics until a written excuse of the examining physician, stating definitely why the pupil should be excused, has been accepted by the Director of Physical Education. Principals will please send all such excuses to the director. Temporary excuses for sufficient reasons may be granted by principals or class teachers, but should be reported to the special teacher of physical training at his or her next visit.

GYMNASTIC GAMES: During favorable weather at least one-half of the time reserved for gymnastics must be devoted to class games. As a rule they should be played in the open air. A number of games suitable for the limited space in most school yards has been selected for each grade. If the class teachers do not understand those selected, the special teachers will teach them, or a description of them may be found in one of the standard books on "Gymnastic Games."

In selecting games teachers are advised to choose those requiring running or hopping, as they are of greater hygienic value than those of a quieter nature. Preference should also be given to games actively employing many pupils at the same time.

A separate list and description of room games, mainly for use in the lower grades, is appended; also a list of Kindergarten games.

RECREATION DRILLS: Prolonged sitting, even with most active brain work, will result in an increasing slowness of the blood-flow. This is followed by decreased power of attention and increased restlessness. The recreation drills on pages 22-24 are active means for combating these evils. A few minutes devoted to these drills is time well invested, resulting in increased mental freshness. Age of pupils, lack of ventilation and other school conditions may make it profitable for the teacher to use these relief measures every hour, or oftener. The time devoted to these recreation drills must not be deducted from the time to be given to the formal lessons. These drills are composed mainly of exercises that vigorously work the large muscle-masses of the body. They are intended to coun-

teract the detrimental effects of prolonged sitting or stooping. The selections are such that the exercises may be taken in any class room. The windows must be opened, and pupils standing near windows should face these. If a class room is favorably located a run of a minute's duration in the school yard—no attempt being made to keep step—will also give the desired relief, with the added benefit of more fresh air and changed surroundings.

Note. Distinguish clearly between the effects sought by the formal lessons, and the recreation drills, games or roundels. The aims of the formal lessons are educative, demanding instant execution in the best form, when the command is given. The other work is recreative, allowing the greatest freedom to the pupils. For this reason it is better not to use the regular formal lessons as a recreation drill.

YARD LESSONS: A lesson given in the school yard must have exercises in hopping, jumping or running; also a game. A yard lesson should also embrace exercises of the arms and trunk, and at times, tactics. A typical lesson, thus, will consist of:

1. Arm exercises, or tactics.
2. Trunk exercises.
3. Hopping, jumping or steps.
4. A game.

If a yard is equipped with gymnastic apparatus, this should be used twice a week. A lesson then will consist of:

1. Apparatus work.
2. A game.

During warm weather decrease the time per week devoted to free exercises, steps and tactics, and increase the time for games and apparatus work. Orders relating to the arrangement of the class for the games or at the apparatus should be given while the pupils are still seated, so that no time is lost when the class is in the yard.

APPARATUS WORK: Schools that have apparatus will receive instructions in its use from the special teachers. It is advised not to install new apparatus of any kind without first conferring with a special teacher or with the Director of Physical Education.

1. Fundamental
Standing Position



Correct Position

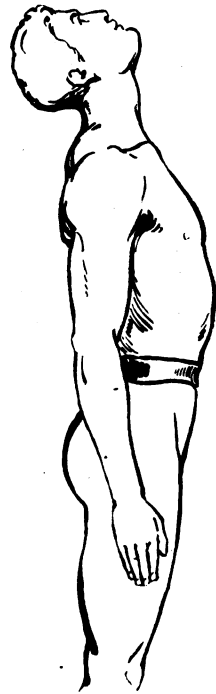


Incorrect Position

2. Lower the Head
Backward

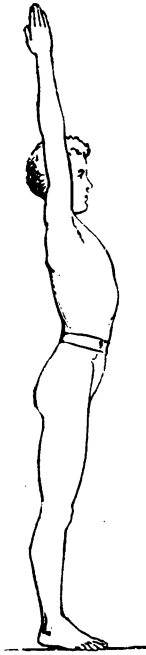


Correct Position



Incorrect Position

3. Raise the Arms
Upward

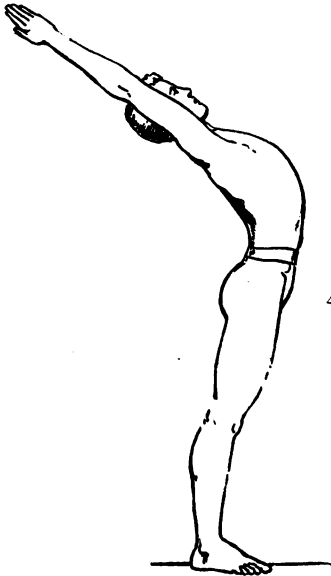


Correct Position

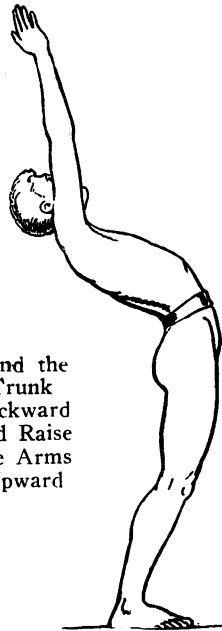


Incorrect Position

4. Bend the
Trunk
Backward
and Raise
the Arms
Upward

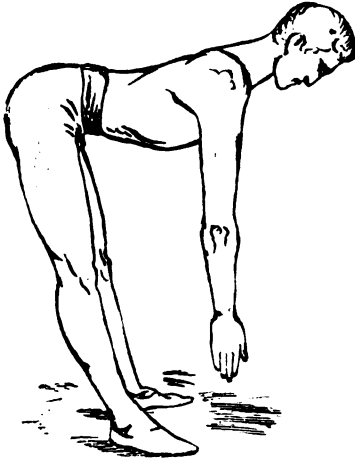


Correct Position



Incorrect Position

5. Lower the Trunk and
Arms Forward



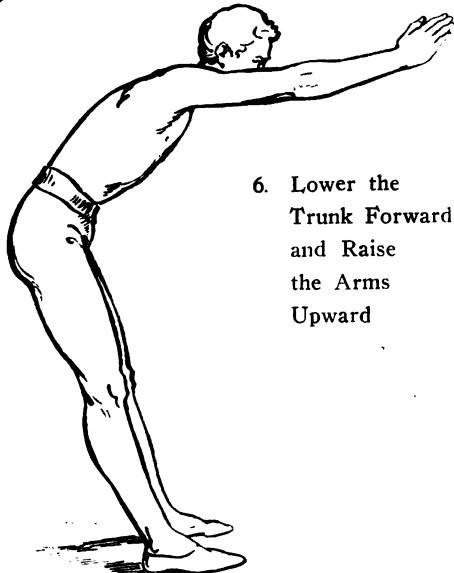
Correct Position



Incorrect Position



Correct Position



Incorrect Position

6. Lower the
Trunk Forward
and Raise
the Arms
Upward

APPENDIX I.

EXERCISES IN HOPPING AND JUMPING.

Where it is possible, most certainly in the yards, several hopping and jumping exercises should be given in every gymnastic lesson. A few typical yard lessons, showing how these exercises are to be taught, follow the regular lessons of each grade. The following exercises will give the class teacher an ample list to select from.

HOPPING ON BOTH FEET. The hands may be placed on the hips. The movements are to be performed from eight to sixteen times.

1. Hop on place.
2. Hop to a side-stride—1; position (feet closed)—2.
3. Hop to a side-stride—1; hop to a position with crossed legs—2.
4. Hop to a side-stride—1; crossed legs—2; side-stride—3; position—4.
5. Hop to a cross-stride, left forward—1; position—2.
6. Exercise 5 right forward.
7. Hop to a cross-stride left forward—1; right forward—2; left forward—3; position—4.

These exercises may be varied and made more difficult by introducing quarter and half-turns after every four or two hops.

HOPPING ON ONE FOOT. The knuckles may be placed on the hips.

1. Hop on the left foot, the sole of the right foot placed against the left calf.
2. The same exercise right.
3. Hop twice on the left foot 1-2; then twice on the right 3-4.
4. Hop on the left foot, slightly raising the right leg sideward.

5. The same exercise right.
6. Combine exercises 4 and 5, changing from foot to foot on each hop.
7. Combine exercises 3 and 6; i. e., Hop twice on the left foot, placing the right foot against the left leg 1—2; the same exercise right 3—4; then hop left, right, left and right raising the opposite leg sideward 5—8.
8. Hop four times left, on the first hop raise the right heel (against the left calf); on the second straighten the right leg forward; on the third resume the first position; on the fourth close the feet.
9. The same exercise hopping right.
10. The same exercise alternating left and right.
11. As exercises 8, 9 and 10, but placing the right foot forward on the first and third counts and raising the leg on second.

JUMPING UPWARD, FROM BOTH FEET.

1. Raise the arms forward and raise the heels—1; swing the arms down and backward bending the knees—2; swing the arms fore-upward, jumping upward—3; swing the arms down and backward, bending the knees—4; straighten the legs, lower the heels and arms—5. (The fourth count immediately follows the third.)
2. As exercise 1, side-striding during the jump; also with cross-striding, crossing the legs, raising the knees, or the feet backward during the jump.

These jumps may also be taken with quarter or half turns.

JUMPING FORWARD; FROM BOTH FEET.

3. As exercise 1 of jumping upward, except that the jump and arm-swing shall be forward.

The forward jump may be taken with all the leg movements enumerated above, also with quarter and half turns.

JUMPING FORWARD, FROM ONE FOOT.

4. Step left forward, raising the arms backward—1; jump forward swinging the arms and right leg forward—2; knee-bend, the arms remaining forward—3; straighten the legs, lower the heels and arms—4. (The third count immediately follows the second.)
5. The same exercise stepping right forward.
6. Three quick steps forward and a jump. Practice this beginning and jumping left as well as right.
7. As exercise 6 with quarter and half turns. When jumping off the left foot, the turn is left and vice versa.

APPENDIX II.

A. GYMNASTIC GAMES.

Arranged for eight grades. Games marked with an (R) can also be played in the school room.

A rather large selection of good school games is presented, so that every school may find a sufficient number of good, lively games, suited to its yard space. A few new games should be taught during each year, so that at the end of its school-life every child should thoroughly understand a number of real gymnastic games. (What children need is not an infinite number of games, but sufficient time and space to play a few good games suited to their age.)

The games enumerated here are described in the work of the respective grades. See also "Gymnastic Games," by E. H. Arnold.

I GRADE.

Cat and Mouse,
What are you doing in my garden?

Running Races (over short distances),
Hand Tag, (R)
Squatting Tag, (R)
Skipping Tag, (R)
Follow the Leader, (R)
Long Jumping Rope, (R)

Ball Games.

Bean Bags, (R)
(a) Toss up and Catch,
(b) Toss to a Partner,
(c) Combine *a* and *b*,
(d) Teacher,
Bound Ball. (R)

II GRADE.

All of the games of Grade I may be played.

- | | |
|---|---|
| ✓ Cat and Mouse, in two concentric circles, | <i>Ball Games.</i> |
| Cat and Mouse, with two cats, | Increase the difficulty of the games of Grade I by greater distances; |
| ✓ Change Tag, | by designating the hand that tosses or catches; also by hand |
| ✓ Catch me. | clapping once (or oftener) before a bag is caught. |
| Spin the Plate, or Catch the Wand, (R) | Toss the bag for height, |
| Jacob, where are You? (R) | Toss through a Bagboard, (R) |
| Long Jumping Rope, (R) | Bag in the Ring, (R) |
| Jump over the Seats. (R) | Dodgeball, with one foot in a circle. (R) |

III GRADE.

All the games of Grades I and II may be played.

- | | |
|--------------------------------------|---|
| ✓ Potato Race, planting and picking. | <i>Ball Games.</i> |
| ✓ Running and Hopping Races. | Play the ball games of the preceding grades with a large gas ball, a soft baseball or a basketball. |
| ✓ Third Tag and Run, | |
| ✓ Pussy wants a Corner. | Duckstone (with bean bags). (R) |
| The Beetle is out, | Guess who? (R) |
| ✓ Fox and Chickens, | Throw at a Bell, or through a Hoop, (R) |
| ✓ Pass the Bean bag. (Bag relay) | Also: Quiet games for warm days. |

IV GRADE.

The games of Grade III may be played.

- | | |
|--|--|
| ✓ Day and Night, | <i>Ball Games.</i> |
| Bogey Man, (Black Man) | Play the ball games of Grade III, with a small soft rubber ball, |
| ✓ Break through. (Bear in the Ring) | a tennis ball, |
| ✓ Last Pair run. | Throw for height and distance, |
| Lame Goose, | Toss up and bat a gas ball, |
| Catch the Wand (or Spin the Plate). (R) Grade II | Toss and catch a tennis ball, |
| ✓ Girls: Jumping Rope, | Toss up (name the catcher). |
| ✓ Boys: Leap Frog, | |
| Foot in the Ring, | |
| Wrestle for the Wand. | |

V GRADE.

The new games of Grade IV may be played.

Relay Race,

Three Deep,

Poison,

Hopping Circle,

Girls: Jumping Rope,

Grace Hoops,

Rubber Quoits,

Boys: Rooster fight,

Quoits (Horseshoes).

Ball Games.

Girls and Boys, Bat ball with a volley ball or a light basket-ball (one base and home),

Chase ball (with a basket-ball, two sides play against each other),

Medicine ball (toss for height).

VI GRADE.

Rabbits, two hunters on a line,

Relay Race,

Three Deep,

Catch the Robber,

Poison.

Ball Games.

Bat ball with a basket-ball,

Bat over a Rope (with a volley ball),

Chase ball,

Kick ball (who catches the foot-ball kicks it),

Pass ball, in a circle,

Medicine ball.

VII GRADE.

Rabbits, one hunter on a line,

Relay Race,

Three Deep,

Prisoner's Base.

Ball Games.

Hand Baseball, with a basket-ball (girls with a volley ball, 9 players on a side),

Captain ball,

Dodge ball (in a circle),

Kick ball,

Pass ball over head (in a circle),

Chase ball,

Medicine ball,

Volley ball (with one bounce).

VIII GRADE.

Prisoner's Base,

Relay Race,

Rabbits, one hunter on a line, and a captain,

Three Deep.

Ball Games.

Hand baseball,

Wall baseball,

Captain ball,

Hurl ball (Medicine ball with a strap handle),

Volley ball (on a fly),

Pass ball (overhead).

Chase ball,

Battle ball,

Progressive Dodge ball.

B. A LIST OF SERVICEABLE ROOM GAMES.

(Principally for the lower grades.)

Inclement weather sometimes necessitates "indoor recesses." The following indoor games have been found of value in the lower grades. They can easily—and safely—be played in the rooms. Where corridors or basements can be used, some of the games mentioned on the preceding pages may also be used. Especial attention is called to the fact that the term "Room Games" does not mean quiet games. The emotions aroused by a game must have free expression.

For descriptions see the collection of games at the end of the work of each grade:

1, Hand Tag; 2, Skipping Tag; 3, Catching the Beanbag; 4, Bound Ball; 5, Eraser (or bag) Relay; 6, Follow Your Leader; 7, Jump Over; 8, Jacob, Where Are You?; 9, Long Jumping Rope; 10, Guess Who; 11, Duckstone; 12, Bag Toss; 13, Dodge Ball; 14, Spin the Plate (Catch the Wand).

C. GAMES FOR THE KINDERGARTEN AND LOWEST PRIMARY GRADE.

The name following the game states where a description of it may be found.

1. GAMES OF PURSUIT, TEASING GAMES.

Chasing the Squirrel; Holiday Songs.
Drop the Handkerchief; Gaynor No. 1.
Hare in the Hollow; Children's Singing Games, Marie Hofer.

2. IMITATION GAMES.

Did you ever see a Lassie; Eleanor Smith, No. 1.
The Musician; Singing Games, Hofer.
Here we go 'round the Mulberry Bush; Singing Games, Hofer.
Shall we show you how the Farmer; Mother Play Songs, Blow.
The Blacksmith; Earth, Sky and Air, Neidlinger.
The Windmill's Fans around they go; Mother Play Songs, Blow.
The Farmer in the Dell; Singing Games, Hofer.

3. ACTIVITY, RHYTHMIC AND DANCING GAMES.

Chimes of Dunkirk; Singing Games, Hofer.
See-Saw; Gaynor.
Tick Tack; Merry Songs and Games, Hubbard.

Sawing Game; Song and Games for little Ones, Jenks and Walker.
 Here we float in our Golden Boat; Gilchrist.
 Looby Loo; Singing Games, Hofer.
 ✓ Oats, Peas, Beans and Barley grow; Hofer.
 Mow, mow the Oats; Hofer.
 Character Dance; Hofer.
 Hansel and Gretel Dance; Hofer.
 The Swing; Song Echoes.
 Equal Measure; Songs, Games and Rhymes, Hailmann.
 ✓ Jolly is the Miller; Hofer.
 Hare in the Hollow; Jenks and Walker.

4. MARCHING GAMES.

Left, left, listen to the Music; Gaynor.
 One by One, Here we go; Hailmann.
 The Arch; Hailmann.
 Let us March; Hailmann.
 Winding; Hailmann.
 One, two, three, four march around; Gilchrist.
 The Wheelwright; Blow.
 Soldier Boy; Hofer.

5. BALL GAMES.

One, two, three roll (toss, bounce); Merry Songs and Games, Hubbard.
 Now very gently rock (drop, toss, bounce) the Ball; Hubbard, Chris
 Cradle Waltz.
 In my hand a Ball I hold; Jenks and Walker.
 Little Ball pass along; Jenks and Walker.
 A Game for little Folks; Jenks and Walker.

APPENDIX III.

PLAY APPARATUS FOR SCHOOLYARDS.

For Boys and Girls.

Giant Strides,
 Horizontal Ladders,
 Seat Swings,
 Teeter Boards,
 Tether Balls,
 Standards for high jumping,
 Sand pit for broad jumping,
 Rubber Quoits,
 A few Basket-balls,
 A few Footballs,
 Playground Baseballs and Bats,
 Medicine Ball,
 Hurl Ball (with a handle).

For Boys.

A low horizontal Bar,
 A Pole-vaulting set,
 A few low Hurdles.

For Girls.

A few long Jumping Ropes,
 Several dozen short Jumping
 Ropes,
 Several dozen Beanbags,
 A few Bagboards,
 Several dozen Grace Hoops,
 A few soft Rubber Balls.

APPENDIX IV.

RECREATION DRILLS.

Do not waste time with needless corrections during these drills. Their sole object is to stretch the cramped body, and to equalize and increase the circulation of the blood.

Open the windows as wide as the weather permits. Pupils standing near the windows should face these while exercising.

SET I.

1. *Hands on hips (place)*. Alternately raise the knees forward, thirty to forty times. This must be a quick movement, a sort of slow running on place.
2. *Hands (clinch)*. Vigorously swing the arms fore-upward eight to sixteen times.
3. *Hands on hips (place)*. Bend the trunk fore-downward, eight to ten times.
4. Breathe deeply, four to six times, raising the arms fore-upward.

SET II.

1. *Hands on hips (place)*. Bend the knees, eight to sixteen times.
2. *Hands (clinch)*. Bend the trunk left and place the right fist under the right shoulder—1; the same movement to the opposite side—2; eight to sixteen times. This must be a continuous swinging movement.
3. *Arms for thrust (bend)*. Thrust alternately upward and downward, eight to sixteen times.
4. *Hands on hips (place)*. Breathe deeply four to six times, raising the heels.

SET III.

1. *Hands on hips (place)*. Bend the trunk alternately forward and backward, eight to ten times.

2. *Hands at sides*—Swing the arms fore-upward, eight to sixteen times.

3. *Place hands on shoulders, and left forward (stride)*—Turn the trunk left and right; eight to ten times.

4. *Arms upward, (raise)*—Swing the arms fore-down and upward, at the same time bending the trunk forward and backward, about ten times.

SET IV.

1. *Hands, (clinch)*—Swing the arms fore-upward and lower them side-downward, pressing them back as far as possible; eight to sixteen times.

2. *Hands on hips, (place)*—Continuously bend the trunk forward and backward—(a swinging movement)—eight to ten times.

3. *Raise the arms sideward and hands, (clinch)*—Turn the trunk left and right, as a continuous movement; eight to twelve times.

4. *Raise the arms upward, and left forward, (stride)*—Swing the arms fore-down and upward, at the same time bending the trunk forward and backward; eight to ten times.

SET V.

1. *Hands on hips, (place)*—Bend the trunk obliquely forward left and right; eight to ten times.

2. *Hands (clinch)*—Vigorously swing the arms fore-upward with raising the heels, and return to the starting position; eight to sixteen times.

3. *Hands on shoulders, (place)*—Bend the trunk left and right sideward; eight to ten times.

4. *Hands on hips, (place)*—Bend and straighten the knees; eight to sixteen times.

SET VI.

1. *Arms for thrust, (bend)*—Thrust alternately upward and sideward, eight to sixteen times.
2. *Hands on hips (place)*—Bend the trunk fore-downward and straighten the arms downward eight to ten times.
3. *Grasp the desk*—Swing the left leg forward and backward eight to ten times. Change the hold and repeat with the right leg.
4. *Arms forward, (bend)*—Fling the arms sideward; eight to twelve times.

FIRST GRADE. LESSON 1.

Carefully read the remarks in the preface.
For typical yard-lessons, see lessons 13 and 14 of each grade.

1. *Hands on hips, (place)*—Lower the head forward—1; raise the head—2.
2. Raise the arms forward—1 (Fig. 3); lower the arms—2.
(If no starting position is given, the arms, at the beginning of the exercise, are at the sides).
3. *Hands on hips, (place)*—Lower the trunk forward—1 (Fig. 4); raise the trunk—2.
4. *Hands on hips, (place)*—Raise the left leg forward—1; lower the leg—2. The same exercise right.



Figure 3

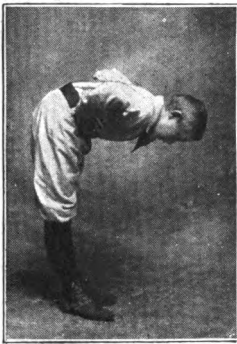


Figure 4

(If this exercise is done in the room the marching is up one aisle and down the next.)

Pupils in the first grade should learn how to march in time, not in step.

7. *Hands on hips, (place)*—Running, forward—run, for about a half minute. (The running takes place up and down, like the marching. Allow no racing. The leader must not take his steps too fast.)

5. STEPS (a) One step forward—march; step off with the left foot. The exercise takes two counts. Repeat three or four times.
(b) *Knuckles on hips, (place)*—Eight gallops left forward—hop. Let the pupil face about and repeat a few times.
6. TACTICS: Countermarch left and right (Fig. 5); forward—march. Let the alternate files face about and follow the file ahead of them.

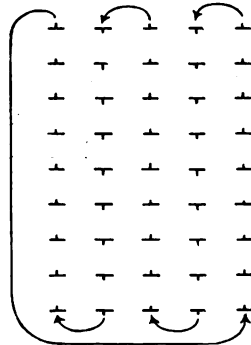


Figure 5

FIRST GRADE. LESSON 2.



Figure 6

1. *Hands on hips, (place)*—Lower the head left—1; raise the head—2. The same exercise right.
2. Raise the arms sideward (palms down)—1; lower the arms—2.
3. *Hands on shoulders, (place)*—Bend the trunk left—1 (Fig. 6); raise the trunk—2. The same exercise right.
4. *Hands in rear (grasp)*—Raise the left leg sideward—1 (Fig. 7); lower the leg—2.
The same exercise right.

5. STEPS (a) One step backward—march. Repeat a few times.
(b) *Knuckles on hips, (place)*—Eight gallops right forward—hop. Repeat a few times.
6. TACTICS: Countermarch left and right, clapping hands on the first of every four steps—march.
7. *Hands on hips, (place)*—Running, forward—run.

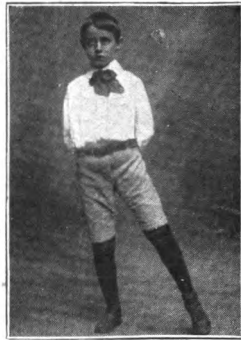


Figure 7

FIRST GRADE. LESSON 3.

1. *Hands on hips, (place)*—Lower the head backward—1; raise the head—2.
2. Raise the arms backward—1 (Fig. 8); lower the arms—2. (When raising the arms turn them so that the thumbs are outward. Head and chest must be high. Allow no stooping.)
3. *Hands on hips, (place)*—Raise the chest upward—1; lower—2. (This movement prepares for the backward trunk-bend.



Figure 8



Figure 9

It consists of a vigorous backward movement of the elbows, shoulders and head, accompanied by a raising and rounding-out of the chest. The hips must not be pushed forward).

4. *Arms in rear, (fold)*—Raise the left leg backward—1 (Fig. 10); lower the leg—2.
The same exercise right.
5. STEPS—(a) One step forward, clapping hands on the first count—march. Repeat several times.
- (b) *Knuckles on hips, (place)*—Eight gallops; alternately four left and four right; forward—hop.
6. TACTICS—Eight steps forward—march. Face to the rear and repeat. When marching let the pupils count aloud from one to eight. (The leaders must take steps of medium length.)
Repeat several times.
7. *Hands on hips, (place)*—Running forward—run.

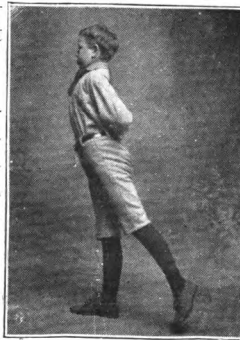


Figure 10

FIRST GRADE. LESSON 4.

1. *Hands on hips, (place)*—Turn the head left—1; return the head—2. The same exercise right.



Figure 11

2. *Hands on shoulders, (place)*—Straighten the arms sideward—1 (Fig. 11 shows one arm straightened sideward); replace the hands—2.

3. *Hands on hips (place)*—Turn the trunk left—1; return the trunk—2. The same exercise right.

4. (a) *Hands on hips, (place)*—Raise the heels (by rising on the toes)—1; lower the heels—2.

- (b) *Hands on hips, (place)*—Bend the knees—1 (Fig. 12); straighten the knees—2. (The heels must be raised from the floor when the

knees are bent. Begin with a slight bend, gradually increasing the depth.)

5. STEPS—(a) One step backward clapping hands on the first count—march. Repeat a few times.

- (b) *Knuckles on hips, (place)*—Skipping forward—hop; winding up and down like the march in lesson 1.

6. TACTICS—Eight steps forward clapping hands on the first and fifth counts—march. Face to the rear and repeat.

7. *Hands on hips, (place)*—Running, forward—run.

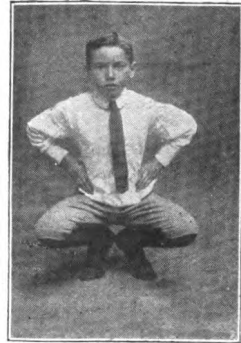


Figure 12

FIRST GRADE. LESSON 5.

1. (a) *Hands on hips, (place)*—Lower the head forward—1 ; raise the head—2.
(b) Lower the head left—1 ; raise the head—2.
The same exercise right.
2. (a) Raise the arms forward—1 ; lower the arms—2.
(b) Raise the arms sideward—1 ; lower the arms—2.
3. (a) *Hands on hips, (place)*—Lower the trunk forward—1 ; raise the trunk—2.
(b) *Hands on shoulders, (place)*—Bend the trunk left—1 ; straighten the trunk—2.
The same exercise right.
4. (a) *Hands in rear, (grasp)*—Raise the left leg forward—1 ; lower the leg—2.
(b) Raise the left leg sideward—1 ; lower the leg—2.
The same exercise right.
5. STEPS—(a) One step forward and one step backward (in four counts)—march. Repeat several times.
(b) *Knuckles on hips, (place)*—Eight gallops left sideward—hop.
Face about and repeat a few times.
(c) Skipping forward, winding up and down—hop.
6. TACTICS—(a) Countermarch left and right—march.
Try this with singing a march-song well known to the pupils.
(b) Mark time (marching in place)—march.
7. *Hands on hips, (place)*—Running, forward—run.

FIRST GRADE. LESSON 6.

1. (a) *Hands on hips, (place)*—Lower the head backward—1; raise the head—2.
(b) Turn the head left—1; return the head—2.
The same exercise right.
2. (a) Raise the arms backward—1; lower the arms—2.
(b) *Hands on shoulders, (place)*—Straighten the arms sideward (palms down)—1; bend the arms—2.
3. (a) *Hands on hips, (place)*—Raise the chest upward—1; lower—2.
(b) *Hands on shoulders, (place)*—Turn the trunk left—1; return the trunk—2.
The same exercise right.
4. (a) *Arms in rear, (fold)*—Raise the left leg backward—1; lower the left leg—2.
The same exercise right.
(b) *Hands on hips, (place)*—Raise the heels—1; lower the heels—2.
(c) *Hands on shoulders, (place)*—Bend the knees—1; straighten the knees—2.
5. STEPS—(a) One step forward and one step backward, clapping hands on the first and third counts—march.
(b) *Knuckles on hips, (place)*—Eight gallops right side-ward—hop.
(c) Skipping forward, winding up and down—hop.
6. TACTICS—Mark time, clapping hands on the first of every two counts—march.
7. *Hands on hips, (place)*—Running, forward—run.

SECOND HALF YEAR.

FIRST GRADE. LESSON 7.

Carefully read the remarks in the preface.

For typical yard-lessons, see lessons 13 and 14.

1. *Hands on shoulders, (place)*—Lower the head forward—1 ; raise the head—2.
2. (a) Raise the arms forward—1 ; lower the arms—2.
(b) Raise the arms fore-upward—1 (Fig. 13) ; lower the arms—2.
3. (a) *Hands on hips, (place)*—Lower the trunk forward—1 ; raise the trunk—2.
(b) Bend the trunk fore-downward (the trunk is lowered and the spine bent forward as far as possible)—1 ; straighten the trunk—2.
4. *Hands on shoulders, (place)*—Raise the left leg forward—1 ; lower the leg—2.
The same exercise right.
5. STEPS—(a) One step forward (in two counts)—march.
(b) *Knuckles on hips, (place)*—Eight gallops left forward—hop. Let the pupils face about and repeat a few times.
6. TACTICS—Countermarch left and right—march.
(For the description of a countermarch see lesson 1.)
7. *Hands on hips, (place)*—Running forward—run. (By the end of the year the first grade should be able to execute a light, springy run for about one minute.)



Figure 13

FIRST GRADE. LESSON 8.

1. *Arms in rear, (fold)*—Lower the head left—1; raise the head—2.

The same exercise right.

2. (a) Raise the arms sideward—1; lower the arms—2.
(b) Raise the arms side-upward—1; lower the arms—2.

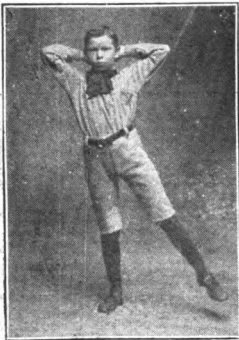


Figure 14

3. *Hands on shoulders, (place)*—Bend the trunk left—1; straighten the trunk—2.

The same exercise right.

4. *Hands behind neck, (place)*—Raise the left leg sideward—1 (Fig. 14); lower the leg—2.

The same exercise right.

5. STEPS—(a) One step forward, clapping hands on the first count—march.

(b) *Knuckles on hips, (place)*—

Eight gallops right forward—hop. Repeat a few times.

6. TACTICS—Countermarch left and right, clapping hands on the first of every two counts—march.

7. *Hands on hips, (place)*—Running.

FIRST GRADE. LESSON 9.

1. *Hands behind neck, (place)*—Lower the head backward—1; raise the head—2.
2. *Arms forward, (raise)*—Swing the arms down and backward (head erect, chest high, no stooping)—1; swing the arms forward—2.
3. *Hands on hips, (place)*—Raise the chest upward—1; lower—2. (See the description in Lesson 3.)
4. *Hands on hips, (place)*—Raise the left leg backward—1; lower the leg—2.
The same exercise right.
5. STEPS—(a) One step backward, clapping hands on the first count—march.
(b) *Knuckles on hips, (place)*—Eight gallops, four left and four right, forward—hop.
6. TACTICS—Eight steps forward—march. Face to the rear and repeat. Let the pupils count aloud while marching.
7. *Hands on hips, (place)*—Running.

FIRST GRADE. LESSON 10.

1. *Hands in rear, (grasp)*—Turn the head left—1 ; return the head—2.
The same exercise right.
2. *Hands on hips, (place)*—Straighten the arms sideward, the palms turned up—1 ; replace the hands—2.
3. *Hands on shoulders, (place)*—Turn the trunk left—1 ; return the trunk—2.
The same exercise right.
4. (a) *Hands on hips, (place)*—Raise the heels—1 ; lower the heels—2.
(b) *Hands on shoulders, (place)*—Bend the knees—1 ; straighten the knees—2.
5. STEPS—(a) One step forward and one step backward (in four counts)—march.
(b) *Knuckles on hips, (place)*—Skipping forward—hop ; winding up and down as in the march in lesson 1.
6. TACTICS—Eight steps forward, clapping hands on the first and fifth counts—march. Face to the rear and repeat.
7. *Hands on hips, (place)*—Running.

FIRST GRADE. LESSON 11.

1. (a) *Hands on hips, (place)*—Lower the head forward—1 ; raise the head—2.
(b) Lower the head left—1 ; raise the head—2.
The same exercise right.
2. (a) *Hands on shoulders, (place)*—Straighten the arms upward (palms inward)—1 ; replace the hands—2.
(b) (*Hands down*)—Raise the arms fore-upward—1 ; lower the arms—2.
3. (a) *Hands on hips, (place)*—Lower the trunk forward—1 ; raise the trunk—2.
(b) *Arms sideward, (raise)*—Bend the trunk left (the arms must remain in line with the shoulders)—1 (Fig. 15) ; straighten the trunk—2. The same exercise right.
4. (a) *Arms in rear, (fold)*—Raise the left leg forward—1 ; lower the leg—2.
The same exercise right.
(b) *Hands on hips, (place)*—Bend the knees—1 ; straighten the knees—2.
5. STEPS—(a) One step forward and backward, clapping hands on the first and third counts—march.
(b) *Knuckles on hips, (place)*—Eight gallops left side-ward—hop.
Face about and repeat a few times.
(c) Skipping forward, winding up and down—hop.
6. TACTICS—Countermarch left and right—march. Practice also marching in a circle or in a spiral, the teacher leading.
7. *Hands on hips, (place)*—Running.



Figure 15

FIRST GRADE. LESSON 12.

1. (a) *Hands on hips, (place)*—Lower the head backward—1; raise the head—2.
(b) Turn the head left—1; return the head—2.
The same exercise right.

2. (a) *Hands on shoulders, (place)*—Straighten the arms forward (palms inward)—1; replace the hands—2.
(b) (*Hands down*)—Raise the arms side-upwards (palms inward)—1; lower the arms—2.

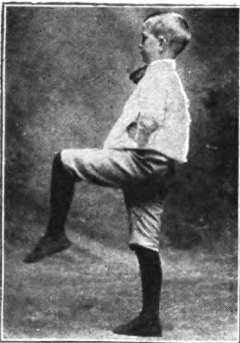


Figure 16

3. (a) *Hands on hips, (place)*—Raise the chest upward—1; lower—2.
(b) *Hands on shoulders, (place)*—Turn the trunk left—1; return the trunk—2.
The same exercise right.

4. (a) *Hands on hips, (place)*—Raise the left knee forward—1 (Fig. 16); lower the knee—2.
The same exercise right.
(b) *Hands behind neck, (place)*—Raise the left leg backward—1; lower the leg—2.
The same exercise right.

5. STEPS—(a) One step backward and one step forward (in four counts)—march.
(b) *Knuckles on hips, (place)*—Eight gallops right side-ward—hop.
(c) Skipping forward, winding up and down—hop.
6. TACTICS—Mark time, clapping hands on the first of every four counts—march.
7. *Hands on hips, (place)*—Running.

FIRST GRADE. LESSON 13. (Yard Lesson.)

1. (a) Raise the arms forward—1 ; lower the arms—2.
 (b) Raise the arms sideward—1 ; lower the arms—2.
 or (b) Eight steps forward—march. Face to the rear and repeat a few times.
2. (a) *Hands on hips, (place)*—Lower the trunk forward—1 ; raise the trunk—2.
 (b) *Hands on shoulders, (place)*—Bend the trunk left—1 ; straighten the trunk—2.
 The same exercise right.
3. (a) *Hands on hips, (place)*—Hopping in place—hop eight times. See that the children hop on the balls of the feet and have a light, springy movement.
 (b) *Hands in rear, (grasp)*—Hop to a side stride and return to position—hop. Four to eight times.
 or (b) Eight gallops left forward—hop. Face to the rear and repeat a few times.
4. *Game: "Cat and Mouse."* Quickly have the class form two circles, and play for about five minutes. Re-form the class in a column of twos and march to the room.

FIRST GRADE GAMES.

1. (a) Raise the arms backward—1; lower the arms—2.
 (b) *Hands on shoulders, (place)*—Straighten the arms upward—1; replace the hands—2.
 or (b) Eight steps forward, clapping hands on the first and fifth counts—march. Face to the rear and repeat a few times.

2. (a) *Hands on hips, (place)*—Raise the chest upward—1; lower—2.
 (b) *Hands on shoulders, (place)*—Turn the trunk left—1; return—2.
 The same exercise right.

3. (a) *Hands on hips, (place)*—Hop to a cross-stride, left forward—1; right forward—2. Eight times. Work for a light, springy movement.
 (b) *Hands on hips, (place)*—Eight hops in place, performing a 4-4 turn left—hop.
 The same exercise turning right.
 or (b) *Knuckles on hips, (place)*—Eight gallops, alternately four left and four right, forward—hop. Face to the rear and repeat several times.

4. *Game: "A Running Race."* Have the first four girls and four boys step to a chalk mark on the ground, arms' length apart. Let them run to another chalk-mark, about twenty steps distant, and back again. Command, Get ready—run. Those who run, step to the rear of their files and the next eight get ready. After all have had a run, quickly re-form the class in a column of girls and boys, and march to the room.

FIRST GRADE GAMES.

CAT AND MOUSE.

The players stand in a circle facing inward and grasping hands. The teacher chooses one child as the cat, who stands outside, and another child as the mouse, who stands inside the circle. The cat tries to catch the mouse, who runs in and out of the circle. When the mouse is caught, or when the teacher finds the two have run enough, they return to their places, and the next two players standing to the right become the cat and mouse.

As the children become more proficient, or when the cat is very active, the players try to prevent the cat from catching the mouse by suddenly lowering their arms after the mouse has slipped through the circle.

WHAT ARE YOU DOING IN MY GARDEN?

(Cat and Mouse variation).

The players stand in a circle with hands grasped. One player, without the circle, is the gardener, and another within is the thief. The following dialogue then ensues:

Gardener: "What are you doing in my garden?"

Thief: "I am eating apples" (or any other fruit).

Gardener: "Who gave you permission?"

Thief: "Nobody."

Gardener: "Then escape if you can."

The thief now runs out of the circle underneath the arms of two of the players, then runs anywhere, in and out, till he finally re-enters the circle by the opening through which he first passed out. The gardener all the while pursues him, following him in all the turns he makes, and tries to touch him before he can re-enter the circle through the right opening. If successful the gardener chooses a new thief, the caught one taking his place in the circle, and the play goes on as before. If the gardener does not catch the thief, or makes a mistake in following in his path, he forfeits his part, the thief now becoming gardener and choosing a new thief, and the former gardener returning to the circle.

LONG JUMPING ROPE.

Form the children in a column of twos. Tie one end of the rope to a post, or let a pupil hold it. Swing the rope in a circle towards the class and at first let them run through at will. Later let them run

Note. The games marked with an (R) are described as room games. Some may, however, also be played in the schoolyard.

through at every second swing. After that let them catch hands by twos and run through at every second swing.

After the running is accomplished fairly well, take up the jumping over the rope. The rope must be held so lightly that if any child in jumping touches it, the rope will fall. Insist that all jumping is done on the balls of the feet.

Lastly, take up the jumping "in the rope." Let a child run in, jump twice, or three times, and then run out. Later have this done by twos.

JUMPING ROPE. (R)

A pupil holds one end of the rope and the teacher the other. The rope must be held so lightly that if anyone touches it, it will fall to the floor.

The first row rises and passes to the front. Now swing the rope in a circle towards the class. Let each one run through the rope. (See that they run on the balls of their feet.) Then let the second row rise, face to the rear and follow in the course of the first, etc.

Variations: As described in the preceding game.

RUNNING RACES.

Arrange your class in ranks of six or eight. Put a chalk mark on the floor where the first rank stands and another one about twenty to thirty feet away. At the commands "Get ready" and "Go," the ones in the first rank run toward the goal. They re-form a few steps back of the goal line, while the second rank steps up to the starting line, etc.

Races over a short distance may also be had by allowing the contestants to hop on one foot instead of running.

In a clear yard or on grass little boys also enjoy a short race on "all fours." Upon command they get down on hands and feet (not knees) and race.

HAND TAG. (R)

Arrange the class in an oval in the space in front of the seats. All pupils raise their arms forward, palms up. One of the class passes along the inside of the oval and tries to tag the hand of a pupil. As soon as the tagger tries to slap a hand, it should suddenly be lowered. Who is tagged three times is out of the game. Change the tagger frequently; or play the game so that he who is tagged takes the place of the tagger. In crowded rooms the seats may be raised and the pupils stand between the desks, the tagger walking up and down the aisles.

In the yard this game is played in a circle.

SQUATTING TAG.

The children move about, anyone can be tagged who does not quickly bend his knees and "squat" when the tagger approaches. Who is tagged when not squatting is "it."

SKIPPING TAG. (R)

Arrange the class in a half circle in front of the seats. One of the class skips along the front, tagging a comrade. The tagged one skips after the tagger, trying to catch him. The tagger skips around the outside of the room (where the aisles are usually wide, so that no one can stumble)—until he reaches his place. Now the second pupil is tagger, and so on. Insist on skipping on the balls of the feet and allow no running, and this will be a safe game.

In the yard this game is played in a circle, the children facing inward, the tagger being on the outside.

FOLLOW THE LEADER. (R)

One player is chosen as leader, and at the head of a line of players leads them around, in and out, over obstacles, running, hopping, and doing various evolutions, each player following the movements of the leader as exactly as possible. The teacher should at times change the leader.

A variation of this is to have the leader stand facing the line of players and do various movements of any part of the body, the others following as rapidly and accurately as possible.

BALL GAMES.

In the lowest grades beanbags (about 5x5 inches) are used. Each pupil should have a beanbag. Arrange your class in a circle facing inward. (a) First let the children toss the bags upward, catching them with both hands.

(b) Let them toss up and catch with one hand. (c) Arrange your class by twos facing each other, one bag for the two players. Upon command let them toss from one to the other. Increase the difficulty by having the children catch with one hand, by having them toss high, or by increasing the distance between the players.

(d) Teacher (or leader), arrange your class in front ranks of eight. The first one is the teacher (or leader). He stands about 6-8 feet in front of his rank and begins the game by tossing the bag to the one now at the head of the rank; this one tosses it back, then the teacher tosses it to the second, who returns it, etc. Who misses goes to the foot of the rank. If the teacher misses he also goes to the foot, the player at the head of the rank taking his place.

CATCHING THE BEANBAG. (R)

The children are in their seats. The teacher has two or more beanbags. Saying, "John, catch this," she tosses it to John. If he catches it, the boys count one. The next time she throws a bag to Mary, and if she catches it the girls score one. (If a bag is not caught no score is made.) See who wins after a specified number of tosses are made.

For older children this may be varied by letting them count two, three, etc., for each catch, and by deducting a certain number for every miss.

If you have no beanbags, make a ball by rolling up a newspaper and tying a string around it.

With older children a small gas ball, or tennis ball, may be used (as this is more difficult to catch).

BOUND BALL. (R)

Apparatus: An inflated rubber ball about six inches in diameter (a gas ball) and a waste basket. Arrange from four to six boys in the open space on one side of the room and the same number of girls on the other side. Put the waste basket in the center of the free space between them. The first one of the boys will throw and bounce the ball on the floor, trying to make it bound into the basket. The first girl gets the ball and tries the same from her side. Every basket made counts one point for the side that made it.

SECOND GRADE. LESSON 1.

Carefully read the remarks in the preface.

For typical yard-lessons, see lessons 13 and 14 of each grade.

1. *Hands behind head, (fold)*—(Fig. 14)—Lower the head forward—1; raise the head—2.
2. Raise the arms fore-upward—1 (Fig. 13); lower the arms—2.
(If no starting position is given the arms are at the sides.)
3. *Hands on hips, (place)*—Lower the trunk forward—1 (Fig. 4); raise the trunk—2.
4. *Arms in rear, (fold)*—Raise the left leg forward—1; lower the leg—2. The same exercise right.

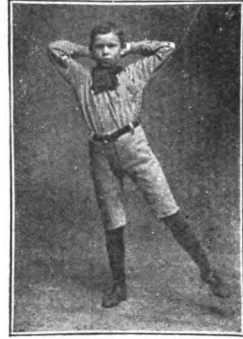


Figure 14



Figure 13

5. STEPS—(a) One step to the left—march; one step right—march.
(b) *Knuckles on hips, (place)*—Four gallops left forward—hop. Repeat. Let the pupils face to the rear and repeat.

6. TACTICS—Countermarch left and right—march (see lesson 1, grade 1.) Pupils in this grade are expected to keep steps; left, right, left, right, etc.
7. *Hands on hips, (place)*—Running, forward—run. (The running takes place like the marching. Allow no racing.) Pupils in this grade should run about one minute.

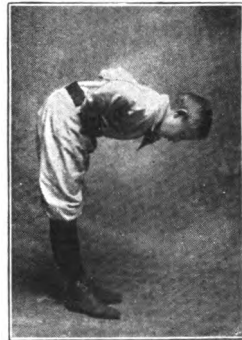


Figure 4

SECOND GRADE. LESSON 2.

1. *Hands on hips, (place)*—Lower the head left—1; raise the head—2.

The same exercise right.



Figure 6

2. Raise the arms side-upward—1; lower the arms—2.

3. (a) *Hands on shoulders, (place)*—Bend the trunk left—1 (Fig. 6); straighten the trunk—2.

The same exercise right.

- (b) *Bend the trunk left and hands on shoulders, (place)*—Straighten the arms sideward—1; replace the hands—2.

The same exercise bending the trunk right.

4. *Arms in rear, (fold)*—Raise the left leg sideward—1 (Fig. 7); lower the leg—2.

The same exercise right.



Figure 7

5. STEPS—(a) One step to the right—march, repeat left—march.

- (b) *Knuckles on hips, (place)*—Four gallops right forward—hop. Repeat, then let the pupils face about and repeat.

6. TACTICS—Mark time—march. Practice this also with clapping hands on the first of every four steps.

7. Running.

SECOND GRADE. LESSON 3.

1. *Hands on hips, (place)*—Lower the head backward—1; raise the head—2.
2. *Arms forward, (raise)*—Lower the arms and raise them backward—1 (Fig. 8); raise the arms forward—2 (when raising the arms backward turn them so that the thumbs are outward. The head and chest must be held high).
3. (a) *Hands on hips, (place)*—Raise the chest upward—1 (Fig. 9); lower—2.
(b) *Raise the chest upward and hands on hips, (place)*—Straighten the arms upward—1; replace the hands—2.
4. *Hands behind neck, (place)*—Raise the left leg backward—1; lower the leg—2.
The same exercise right.



Figure 8



Figure 9

5. STEPS—(a) One step left, clapping hands on the first count—march; repeat right—march.
(b) *Knuckles on hips, (place)*—Eight gallops alternately, four left and four right, forward—hop. Face to the rear and repeat.

6. TACTICS—eight steps forward—march. (When the children are first learning the exercise let them count aloud.)
Face to the rear and repeat.
7. Running.

SECOND GRADE. LESSON 4.

1. *Hands on hips, (place)*—Turn the head left—1; return the head—2.
The same exercise right.
2. *Hands on hips, (place)*—Straighten the left arm sideward, turning the palm upward—1 (Fig. 17); replace the hand—2.



Figure 12

3. (a) *Hands behind neck, (place)*—Turn the trunk left—1 (Fig. 18); return the trunk—2.
The same exercise right.
- (b) *Turn the trunk left and hands on hips, (place)*—Straighten the arms sideward (palms upward)—1; replace the hands—2.



Figure 17



Figure 18

4. (a) *Arms sideward, (raise)*—Raise the heels (rising on the toes)—1; lower the heels—2.
- (b) *Hands on hips, (place)*—Bend the knees—1 (Fig. 12); straighten the knees—2.
5. STEPS—(a) Two steps left, clapping hands on the first and third counts—march; repeat right—march.
- (b) *Knuckles on hips, (place)*—Skipping forward—hop; winding up and down (as in lesson 1, first grade).
6. TACTICS—Eight steps forward—march.
Eight steps backward—march.
7. Running.

SECOND GRADE. LESSON 5.

1. (a) *Hands on hips, (place)*—Lower the head forward—1; raise the head—2.
(b) Lower the head left—1; raise the head—2.
The same exercise right.
2. *Hands, (clinch)* (close them to a fist—Swing the arms fore-upward—1; lower the arms fore-downward)—2.
3. (a) *Hands on hips, (place)*—Bend the trunk fore-downward (as far as possible)—1; straighten the trunk—2.
(b) *Arms sideward, (raise)*—Bend the trunk left—1 (Fig. 15); straighten the trunk—2.
The same exercise right.



Figure 15

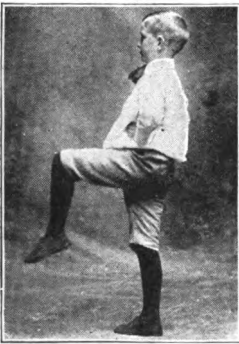


Figure 16

4. (a) *Arms in rear, (fold)*—Raise the left knee forward—1 (Fig. 16); lower the knee—2.
The same exercise right.
(b) *Hands behind neck, (place)*—Raise the left leg sideward—1 (Fig. 14); lower the leg—2.
The same exercise right.
5. STEPS—(a) *Hands on hips, (place)*—One step left, then raise the heels (in four counts)—march; repeat right—march.

- (b) *Knuckles on hips, (place)*—Eight gallops, alternately four left and four right, sideward toward the leader (this necessitates a half turn after four hops)—hop. Repeat, winding up and down.

6. TACTICS—(a) Mark time eight steps—march.
(b) Left—face. Right—face. (When first taking up the “drill in direction,” let the children point in the commanded direction, before giving the command: e. g. to the left—point; hands—down; left—face.) When facing left turn on the left heel, and vice versa.

7. Running.

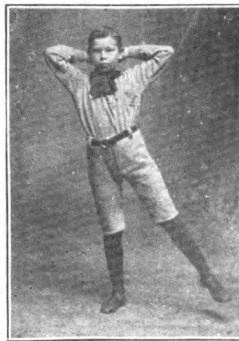


Figure 14

SECOND GRADE. LESSON 6.

1. (a) *Hands on shoulders, (place)*—Lower the head backward—1; raise the head—2.
 (b) *Hands on hips, (place)*—Turn the head left—1; return—2.
 The same exercise right.
2. (a) *Clinch hands, and arms forward, (raise)* (Knuckles downward)—Swing the arms sideward—1; swing the arms forward—2. (Head and chest high.)
 (b) *Hands on hips, (place)*—Straighten the arms upward—1; replace the hands—2.
3. (a) *Hands on hips, (place)*—Raise the chest upward—1; lower—2.
 (b) *Raise the chest upward, and hands on hips, (place)*—Straighten the arms upward—1; replace the hands—2.
 (c) *Hands behind neck (place)*—Turn the trunk left—1; return the trunk—2.
 The same exercise right.
4. (a) *Hands on shoulders, (place)*—Straighten the arms upward and raise the heels—1; return—2.
 (b) *Hands on hips, (place)*—Bend the knees—1; straighten the knees—2.
5. STEPS—(a) *Hands on hips, (place)*—One step left, then slightly bend the knees (in four counts)—march; repeat right—march.
 (b) *Knuckles on hips, (place)*—Eight gallops, alternately four left and four right, sideward (toward the leader)—hop. Repeat, winding up and down.
6. TACTICS—(a) Mark time eight steps, clapping hands on the first and fifth counts—march.
 (b) Left—face. Right—face.
7. Running.

SECOND GRADE. LESSON 7.

Carefully read the remarks in the preface.

1. *Hands on shoulders, (place)*—Lower the head forward and straighten the arms forward—1 (Fig. 19); return—2. (The head and elbows must be brought back into position vigorously.)
2. *Hands, (clinch)*—Swing the arms fore-upward and raise the heels—1; return—2.
3. *Hands on shoulders, (place)*—Lower the trunk forward and straighten the arms downward—1; return—2.
4. Raise the left arm and leg forward—1; return—2.
The same exercise right.
5. STEPS—(a) *Hands on hips, (place)*—One step left, then raise the heels (in four counts)—march; repeat right—march.
(b) *Knuckles on hips, (place)*—Eight gallops, alternately, four left and four right, forward, and then eight steps forward—begin (16 counts).
Repeat, winding up and down.
6. TACTICS—(a) Countermarch left and right—march.
(If done in the class room the march (winding) is up one aisle and down the next—see lesson 1, first grade).
(b) Left—face. Right—face.
7. Running.

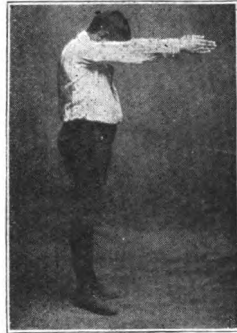


Figure 19

SECOND GRADE. LESSON 8.

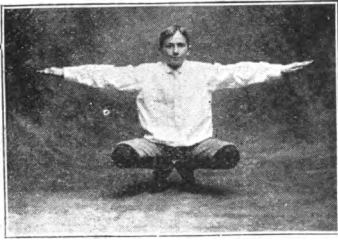


Figure 20

1. *Hands on shoulders, (place)*
—Lower the head left and straighten the left arm sideward—1; return—2.

The same exercise right.

2. *Arms fore-upward, (raise)*
—Lower the arms sideward and bend the knees—1 (Fig. 20); return—2.

3. (a) *Hands on shoulders, (place)*—Bend the trunk left and straighten the left arm sideward—1 (Fig. 21); return—2.

The same exercise right.

- (b) *Bend the trunk left, and hands on shoulders, (place)*—Straighten the left arm sideward—1; replace the hand—2.

The same exercise right.

4. *Arms in rear, (fold)*—Place the left foot sideward—1 (Fig. 22); replace the foot—2.

The same exercise right.



Figure 21



Figure 22

5. STEPS—(a) *Hands on hips, (place)*
—One step left, then bend the knees (in four counts)—march; repeat right—march.

- (b) *Knuckles on hips, (place)*—Eight gallops alternately, four left and four right forward, and then eight steps forward—begin. The pupils clap hands on the first hop and the first step. Repeat, winding up and down.

6. TACTICS—Mark time—march. Practice this also with clapping hands on the first of every four counts.

7. Running.

SECOND GRADE. LESSON 9.

1. *Hands on shoulders, (place)*—Lower the head backward and straighten the arms upward—1; return—2.
2. *Arms forward, palms upward, (raise)*—Swing the arms down and backward—1 (Fig. 8); raise the arms forward—2.
3. *Hands on hips, (place)*—Raise the chest upward—1; lower—2.
 - (b) *Hands on hips, (place)*—Raise the chest upward and straighten the arms sideward, palms upward—1 (Fig. 23); return—2.
 - (c) *Raise the chest upward, and hands on hips, (place)*—Straighten the arms sideward, palms up—1; replace the hands—2.



Figure 8



Figure 23

4. *Knuckles on hips, (place)*—Place the left foot backward—1 (Fig. 24); replace the foot—2.
The same exercise right.
5. STEPS—(a) One step left, then raise the arms sideward (in four counts)—march; repeat right—march.
(b) *Knuckles on hips, (place)*—Eight gallops, alternately four left and four right, forward, and then

eight steps forward—begin. Clap hands on the first and fifth hop and step. Repeat, winding up and down.

6. TACTICS—Eight steps forward clapping hands on the first and fifth counts—march.
Face about and repeat.
7. Running.



Figure 24

SECOND GRADE. LESSON 10.

1. *Hands on shoulders, (place)*—Turn the head left and straighten the left arm sideward—1; return—2.
The same exercise right.



Figure 25

2. *Arms forward, (raise)*—Swing the arms sideward turning the palms upward—1; return—2.
3. (a) *Hands on hips, (place)*—Straighten the left arm sideward, palm upward and turn the trunk left—1 (Fig. 25); return—2.
The same exercise right.
(b) *Turn trunk left and hands on hips, (place)*—Straighten the left arm sideward (palm upward)—1; replace the hand—2.
The same exercise right.

4. *Arms in rear, (fold)*—Place the left foot forward on the toes—1 (Fig. 26); replace the foot—2.
The same exercise right.
5. **STEPS**—(a) One step left, then raise both arms left (Fig. 32) (in four counts)—march; repeat right—march.



Figure 32



Figure 26

- (b) *Knuckles on hips, (place)*—Eight gallops, alternately four left and four right, sideward (toward the leader), then eight steps forward—begin (16 counts). Repeat, winding up and down.
6. **TACTICS**—(a) Four steps forward and four steps backward—march.
(b) *Left—face. Right—face.*
7. **Running.**

SECOND GRADE. LESSON 11.

1. (a) *Hands on hips, (place)*—Lower the head forward and straighten the arms forward—1; return—2.
 (b) *Arm sideward (raise)*—Lower the head left—1; raise the head—2.
 The same exercise right.

2. (a) *Hands, (clinch)*—Swing the arms fore-upward—1; lower the arms side-downward—2.
 (b) Swing the arms side-upward—1; lower the arms fore-downward—2.

3. (a) *Hands on shoulders, (place)*—Bend the trunk fore-downward and straighten the arms downward—1 (Fig. 27); return—2.
 (b) *Clinch hands and arms sideward (raise)*—Bend the trunk left—1; straighten the trunk—2.
 The same exercise right.

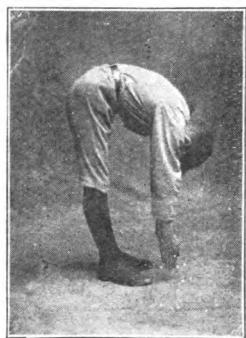


Figure 27



Figure 28

4. Raise the arms forward and place the left foot forward (on the toes)—1 (Fig. 28); return—2.
 The same exercise right.
5. STEPS—(a) *Hands on hips, (place)*—One step left, then bend the trunk left (in four counts)—march; repeat right—march.
 (b) *Knuckles on hips, (place)*—Eight skips forward, and then eight steps forward—begin. Repeat, winding up and down.
6. TACTICS—(a) Four steps forward and backward, clapping hands on the first and fifth counts—march.
 (b) Left—face. Right—face.
7. Running.

SECOND GRADE. LESSON 12.

1. (a) *Hands (clinch)*—Lower the head backward and swing the arms fore-upward—1; return—2.

(b) *Hands on hips (place)*—Turn the head left—1; return—2.

The same exercise right.

2. (a) *Hands on hips, (place)*—Straighten the arms forward (palms inward)—1; replace the hands—2.

(b) Straighten the arms sideward, palms up—1; replace the hands—2.

3. (a) *Hands on shoulders, (place)*—Raise the chest upward and straighten the arms upward—1; return—2.

(b) *Raise the chest upward, and hands on hips, (place)*—Straighten the arms upward—1; replace the hands—2.

(c) *Hands behind neck, (place)*—Turn the trunk left—1; return—2.

The same exercise right.

4. (a) *Clinch hands and arms sideward, (raise)*—Raise the arms upward and raise the heels—1; return—2.

(b) *Hands on hips, (place)*—Bend the knees—1; straighten the knees—2.

5. STEPS—(a) One step left, then raise both arms left (in four counts)—march; repeat right—march.

(b) *Knuckles on hips, (place)*—Eight gallops, alternately four left and four right, sideward (toward the leader), then eight skips forward—hop. Repeat, winding up and down.

6. TACTICS—Mark time—march; while marching in place face left or right upon command.

7. Running.

SECOND GRADE. LESSON 13. (Yard Lesson.)

1. (a) Swing the arms fore-upward—1; lower the arms—2.
 (b) Swing the arms side-upward—1; lower the arms—2.
 or (b) Mark time eight steps—march.

2. (a) *Hands on hips, (place)*—Lower the trunk forward—1; raise the trunk—2.
 (b) *Hands behind neck, (place)*—Bend the trunk left—1; straighten the trunk—2.

The same exercise right.

3. (a) *Hands on hips, (place)*—Hop to a side-stride—1; hop to a position with crossed legs, left in front—2. Repeat eight times.

The same exercise with the right leg in front.

- (b) *Knuckles on hips, (place)*—Eight gallops, alternately four left and four right, forward—hop. This exercise may be taken as a continuous movement by having the pupils countermarch (winding up and down), left and right.

4. *Game: "Catch Me."* Quickly have the class form one or two circles, and play for about five minutes. Choose one child as the first tagger. This child runs around the outside of the circle, tagging some one. The child tagged pursues the tagger, trying to catch him before he reaches his own place. If caught the prisoner goes to the centre of the circle. The one tagged now becomes tagger, and the game proceeds as before. Call for lively running and prompt tagging—and do not allow the "playing of partners," so that all get a chance to run.

SECOND GRADE. LESSON 14. (Yard Lesson.)

1. (a) *Arms forward, (raise)*—Swing the arms down and backward—1; raise the arms forward—2.
 (b) *Hands on hips, (place)*—Straighten the arms sideward (palms upward)—1; replace the hands—2.
 or (b) Eight steps forward—march; then eight steps backward—march.
2. (a) *Hands on hips, (place)*—Raise the chest upward—1; lower—2.
 (b) *Raise the chest upward, and hands on hips, (place)*—Straighten the arms upward—1; replace the hands—2.
3. (a) *Hands on hips, (place)*—Hop to a cross-stride, left forward—1; repeat, right forward—2. Repeat eight times.
 (b) Hop four times on the left foot, the right leg slightly raised sideward; repeat right. Repeat several times.
 or (b) *Knuckles on hips, (place)*—Skipping forward—hop; winding up and down.
4. *Game: "Long Jumping Rope."* Arrange the children in ranks of two. Fasten one end of the rope to the fence. The teacher takes the other end and swings the rope toward the pupils. At every third swing the foremost pupils run through, around the teacher and form at the rear of the column. As the children become more proficient let them run through at every second (first) swing. Also let them run through by fours, sixes (eights). Later let them run in, hop twice, and run out as the next rank runs in.

SECOND GRADE GAMES.

All the games of Grade I may be played.

CAT AND MOUSE.

The cat and mouse game described in games of Grade I can be made more difficult for older pupils by

(a) Having two cats and one mouse. In this form the players must assist the escape of the mouse by obstructing the way of the cats.

(b) Arranging your class in two concentric circles and having one cat and one mouse.

CHANGE TAG.

This is a form of tag in which the players are formed in front ranks of six or eight with grasped hands, the ranks being two steps apart. Upon the command, "left face," the players release their holds, face left and immediately grasp hands with their new neighbors. This facing brings about new paths between the ranks. The play is now like plain tag. The teacher chooses two children, one of whom is "it." He tries to tag the other who runs up and down the paths between the ranks. The teacher should frequently change the paths by commanding left or right face.

CATCH ME. (COME ALONG.)

A circle is formed and hands are grasped. One of the players, running on the outside, taps another, who immediately starts to run after him, trying to catch him before the first runner reaches the place vacated by the one tagged. The unsuccessful player continues the running, etc. As variations, the players upon meeting may exchange greetings, bow to each other, or perform some other courtesy or exercise, before completing the circuit.

SPINNING THE PLATE.

The players form a circle and are numbered 1, 2, 3, etc. The leader is inside the circle. He holds a disk or plate in his hand, and setting it on edge on the floor, gives it a quick twist. While it is spinning, he calls out some player by his number, who rushes forward to catch the plate before it settles flat. If successful, he becomes leader, and the former leader takes his place in the circle. If unsuccessful, he returns

to his place and the leader spins the plate again, calling out another number.

Older players may also be required to clap their hands once or twice, in front or behind the body, hop, turn around, etc., before starting to catch the plate.

CATCH THE WAND. (VARIATION OF SPINNING THE PLATE.)

The leader stands in the center of a circle, formed by the other players, holding a wand upright, his first finger resting on one end of the wand, the other end resting on the floor. At any moment, by raising his finger, he allows the wand to fall to the floor, at the same time calling the name of one of the players, who must quickly rush forward and catch the wand before it touches the floor. If he succeeds in doing so, he becomes the leader; if not, the game continues with the same leader until some one catches the wand.

JACOB, WHERE ARE YOU? (R.)

Form your pupils in a circle standing closely together with hands grasped. Two players are chosen by the teacher; one is Ruth, the other Jacob. Both are blindfolded. Ruth now calls, "Jacob, where are you?" Jacob answers, "here," quickly and silently changing his place. Guided by the voice, Ruth tries to catch him. This procedure is repeated until Jacob is caught.

If the game is played in a schoolroom, form the children in an oval in the front part of the room.

JUMP OVER. (R.)

The pupils stand in the aisles facing their seats. At the command "One," they place their hands on their desk and the back of their seats, rising on their toes; on "Two" they jump over the seats, landing on their toes in the next aisle. Left about face and repeat a few times.

LONG JUMPING ROPE. (R.)

The exercises of the first grade may be made more difficult by having two, three or four pupils run through at the same time after a given number of swings. In the same manner have two (or more) run into the rope, jump four, three or two times, and then run out.

RACING.

The races of Grade I may be made more difficult by increasing the distance to be run or hopped. The winners of each rank should now be given a chance to run against each other.

BALL GAMES. (R.)

Children of the second grade may still use the beanbags for tossing and catching, but the games of the first grade should be made more difficult by designating the hand that tosses and catches. Hand clapping before a bag is caught may also be required.

BAG BOARD. (R.)

The bagboard is about two by three feet in size, having in it three holes of unequal diameters. It is placed slanting against a wall. At a distance of about 8-10 feet each player is allowed to toss a number of bags, trying to toss them through the holes, the smallest giving a score of fifteen, the next ten and the largest five points.

BAG IN THE RING. (R.)

Three concentric circles are drawn, the largest about six feet in diameter. The players stand at a distance in accordance with their skill, and each throws a beanbag so that it will alight in the centre circle or as near it as possible. If it alights in the centre one, it counts fifteen points; in the next larger, ten, and in the largest, five. If on a line, it is counted as being in the next larger circle. The player scoring the largest number of points in a given number of trials or a certain length of time wins the game.

DODGEBALL. (R.)

Apparatus: A gas ball, or a small light beanbag. On the floor at the front of the room mark off a circle three feet in diameter. A boy takes his place here with one foot in the circle. From a mark about halfway across the room the pupils one after another get a chance to throw at the one in the circle. He is allowed to dodge the missile, but must always keep one foot in the ring. Frequently change the target.

If the game is played in the yard, place the circle near the wall or fence so that the ball or bag does not go too far from the players.

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MEMORANDUM

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